DOCUMENT RESUME

ED 065 879 CS 200 053

AUTHOR	Collignon, Winifred; Shaheen, Melva
TITLE	English Through Current Literature: English SL.
INSTITUTION	Dade County Public Schools, Miami, Fla.
PUB DATE	71
NOTE	22p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Course Content; *English Curriculum; Grade 5; *Language Development; *Reading Instruction; Resource Materials; Skill Development; Teaching; *Teaching Guides; Twentieth Century Literature; Writing Skills
IDENTIFIERS	*Quinmester Program

ABSTRACT

A quinmester course in English for fifth grade students is outlined in this guide. The primary purpose of the course is to develop language through current literature; a secondary purpose is to acquaint the pupils with different forms of current literature. The four areas of the course are Musical Lyrics, Current Articles, Short Stories, and Current Essays. Resources related to Language, Content, Audio Visual aids, and Field Trips are provided for teachers of the course. (DB)

ED 065879

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

ENGLISH THROUGH CURRENT LITERATURE

5110.12
5117.12

ENGLISH SL

CS 200 053

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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ENGLISH SL

Written by Winifred Collignon and Melva Shaheen

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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I. COURSE DESCRIPTION

This course is designed for students at the intermediate level to improve their vocabulary, reading, and comprehension skills. The students will be expected to perform on the fifth grade reading level. They will read, examine, and review current articles, essays, short stories and musical lyrics, as they master more complex gramatical structures, such as various types of modifying clauses and perfect tenses.

II. PERFORMANCE OBJECTIVES

The student will:

1. Imitate the sounds produced by the teacher.
2. Produce the given material orally with correct strain, rhythm, juncture and intonation and with accurate punctuation.
3. Read correct literature - newspapers, magazines - short stories - musical lyrics - and indicate comprehension by:
    a. Discovering the subject
    b. Comparing and contrasting by pannel discussions, with pupils formulating questions for the pannel;
    c. Reviewing and sumarizing what he has studied;

d. determining sequence of plot;

e. matching characters with story

f. constructing a class newspaper;

g. composing letters to current personalities; (example - songwriters or performers).

4. Utilize the vocabulary, the patterns and the general knowledge acquired in this quin to read, write, and discuss articles, essays, short stories, and musical lyrics.

III. LANGUAGE CONTENT, READING, AND SKILLS

This quinmester is divided into 4 different subject areas; Musical Lyrics, Newspaper Articles, Short Stories, and Essays.

The main purpose of this quin is to develop language through current literature. A secondary purpose is to acquaint the pupils with different forms of current literature. Finally the pupils should be able to use the skills which they have learned in this quin.

Upon successful completion of this quien, the student will read easy literary materials cor his own information and pleasure. After reviewing, analyzing, and examining current American literature, the student will understand better the American culture, music, problems, and trends.

The sequence is arranged beginning with high interest content where the pupil might have had previous experience. (examples - musical lyrics and newspaper articles). The essay is used last because of difficulty of content and language usage.

It is suggested in a 9 week quin, that the teacher devote 2 weeks to each area with the last week being used for review or culminating activities.

AREA ONE: MUSICAL LYRICS

A. List vocabulary for music: song-writer, lyrics, popular, soul, jazz, country, folk, rock, blues, religious, disc-jockey.

B. There will be no specific patterns for this area. Use the lyric to show non-standard patterns of English which often occur in music and poetry.
(example) Joy to the world All you boys and girls
Joy to the fishes in the deep blue sea
Joy to you and me.

C. Specific Measurable Objectives:

1. Oral English

a. The student will interpret the lyrics of current songs critically in oral discussions.

b. The student will sing the current song in a chorus.

c. The student will analyze through oral discussion the song-writer's purpose.

d. The student will recognize rhyming words in current popular music.

2. Reading - The student will read the current song with correct pronunciation and intonation.

3. Writing - The student will complete written assignments based on the lesson.

D. Suggested Teaching Procedures.

1. The teacher and the class will:

a. Identify the following vocabulary - lyrics, song-writer, rock, country, popular, soul, blues, jazz.

b. define and discuss the vocabulary using examples on the tape;

c. listen and distinguish between the different kinds of current music to check comprehension of vocabulary.

d. listen and identify the different performers or performing groups;

e. analyze the lyrics of the song for finding rhyming words;

f. be able to recognize that different stress patterns occur in lyrics;

g. explain or discuss the song-writer's assumed purpose (example - protest, freedom, drugs);

h. sing the lyrics with the tape in a group situation;

2. Reading - The student will read the current song with correct pronunciation.

3. Writing - The student will:

a. write a letter to a performer or song-writer to improve letter writing skills;

b. copy a group of songs to make a songbook for the class;

c. choose and copy a group of songs to make a personal songbook;

d. find and list the rhyming words in popular songs;

e. use rhyming words to compose rhytmical phrases

(1) Teacher will clap a rhytmical phrase with the pupils.

(2) Teacher will provide key word for building word families.

(3) The student will select any 2 of the rhyming words to make a pair of sentences for the rhytmical phrase.

(4) The student will perform the phrases for the class. (example) rhytmical pattern =

rhyming words = sun, fun

rhyming sentence = Do you like the bright sun?

Do you like to have fun?

E. Skill work - Mechanics of letter writing:

The reading below is duplicated for the class. For case of use in class work, all readings of any length are numbered.

Letters

1. There are 2 kinds of letters; friendly letters and business letters.
2. A business letter is any letter written for business purposes.
3. All letters are called friendly letters.

Friendly

4. The friendly letter is usually handwritten on personal stationary.
5. A pencil is not an appropriate writing instrument.
6. The parts f a friendly letter are: the heading, the salutation (greeting), the body, and the closing.
7. The heading consists of the writer's address and the date.
8. The salutation begins with the word Dear, and is followed by a comma.
9. The body if the message of the letter containing one or more paragraphs which are indented.

10. The closing of the letter is a friendly good-bye statement (with love, or your friend) followed by a comma.

Business

11. The business letter is typewritten using either block or indented form.
12. The parts of a business letter are: heading, inside address, salutation, body closing, and signature.
13. The heading consists of the writer's address and the date in block form.
14. The inside address is the name and address of the person to whom the letter is written.
15. The salutation is a formal greeting (Dear Sirs, Gentlemen, Dear_____) always followed by a colon.
16. The body is the message of the letter containing one or more paragraphs usually in block form.
17. The closing of the letter is a formal good-bye statement (Yours very truly, Sincerely yours) followed by a comma.
18. When the letter is typed, the writer's name is typed below the closing and the writer signs above the typed name.

AREA TWO: CURRENT ARTICLES

A. Vocabulary = newspaper, headlines, sports, editorials, woman's section, reporter, local news, world news, classified ads, comic, magazine, advertisements, fashion, television, actor, actress, commercials, weatherman, radio, announcer, disc-jockey, news, broadcast.

B. Patterns

1. Section 1

a. Noun clause = A sentence as a modifier or a noun. Example = The man who writes news is a reporter.

1. who writes sports - sports writer
2. who writes editorials - editorial writer

b. Suggested substitutes - Unit 1, Lado English Series, Book 3, pp. 2, 3, and 4.

2. Section 2

a. Questions using who, where, what, when, why and how.

(1) What's your name?

(2) Where do you live?

(3) What happened?

(4) When did it happen?

(5) How did it happen?

b. Additional pattern practices = Unit 1, Lado English Series, Book 2, pp. 3,4,5, and 6.

C. Specific Measurable Objectives

1. Oral English

a. The student will discuss the articles in a manner that indicates comprehension.

b. The student will give reports on different current articles.

c. The student will sumarize orally current articles.

d. The student will produce questions for oral interviews.

2. Reading - The student will read materials selected from the lesson with correct stress, rhythm, junctures, and intonation.

3. Written English - The student will complete written assignments based on the lesson.

D. Suggested Teaching Procedures

1. The teacher will identify the specific vocabulary for Area 2 and the given article.

(A high interest article should be reproduced to be distributed among the students. Copies of a daily newspaper should be ordered for later use.)

a. Use the dictionary to define unknown words.

b. Apply the specific vocabulary in oral pattern practice.

c. Produce the specific vocabulary in oral sentences which show students comprehension.

d. Produce the specific vocabulary in written sentences which show students comprehension.

2. Read silently, then orally for the purpose of stressing intonation, rhythm, junctures, and stress.
3. Discuss given articles
4. Sumarize articles by using the format for newspaper writing, who, where, when, why and how.
5. Sumarize the articles by giving oral reports.
6. Set up an interview situation, reporter and eye witness to practice question and answers.
7. Write a newspaper article based on an interview with someone in the school.
8. Use the articles written by the students in editing a class newspaper.
9. Collect articles from newspaper or magazines on subjects of personal interest (follow daily current happenings in newspaper).

AREA THREE: SHORT STORIES

A. Vocabulary related to short stories - short story, author, plot, setting, characters, point of view, first person, third person

B. Patterns

1. Because answers - Use way to elicit a because answer. (example)

   a. Why was the man frightened?

   b. The man was frightened because he read a short story about snakes.

   c. Additional pattern practice - Unit 12, Lado English Series, Book 2, pp.154,155.

2. Use the noun clause pattern previously practiced in area 1 to combine pairs of sentences.

C. Specific Measurable Objectives

1. Oral English

   a. The student will discuss the short story to indicate comprehension.

   b. The student will sumarize orally current short stories.

   The student will use noun clauses by completing oral and written exercises.

   d. The student will indicate his ability to use a because clause correctly.

2. Reading - The student will read short stories with correct stress, rhythm, junctures, and intonation.

3. Writing - The student will complete written sentences based on the lesson.

D. Suggested Teaching Procedures

1. Present by reading and through discussion the

vocabulary necessary for studiying short stories: author, plot, setting, characters, point of view, first person, third person, etc.

2. Write sentences using the given vocabulary.
3. The teacher will distribute a copy of a short story or an anthology to the class and read the selected short story.
4. The student will discusss and sumarize the short story using specific vocabulary.
5. The student will practice both oral and in writing <u>because</u> clauses by answering factual questions. (example)

   Why was the man frightened?

   The man was frightened because he read a short story about snakes.

6. The student will combine pairs of sentences with a noun clause.

   (example) The girl is my sister.

   She is in the garden.

   The girl, who is my sister, is in the garden.

7. The student will read stories from the anthology to:
   a. Contrast and compare the plots
   b. Determine the points of views
   c. Identify the authors
   d. Identify the settings
   e. Identify the characters

8. The student will answer factual questions in writing about the short stories.
9. The student will compile a list of other short stories written by his favorite author.
10. Read and report both orally and written on short story of own chosing.

AREA FOUR: CURRENT ESSAYS

A. List vocabulary of different subjects for current essays: pollution, drug abuse, conservation, Viet Nam, race relations, black culture, population, cultural differences, choosing a career

B. Patterns

1. Perfect tenses

a. (example) Has the author written about pollution?

drugs
conservation
Viet Nam
race relations

He has written about pollution.

Lado English Series, Book 3, Unit 2, pp. 32, 33.

b. (example) Statements and questions using the perfect tenses.

Teacher - The author has said that drugs are bad.

Pupil - Has the author said that drugs are bad?

c.(example) Short answers with perfect tenses.

Have you learned about cultural differences?

Yes, I have. No, I haven't.

Has John reported on conservation?

Yes, he has. No, he hasn't.

2. Use the patterns previously practiced in area 1 for pannel discussion questions and answers.

C. Specific Measurable Objectives

1. Oral English

a. The student will discuss and summarize orally the essay.

b. The student will compare and contrast current essays.

c. The student will indicate his ability to use the present perfect tense by completing oral and written exercises correctly.

2. Reading

a. The student will read the essay with correct stress, rhythm, junctures, and intonation.

b. The student will read the essay with comprehension.

3. Writing - The student will write a short essay of their own choosing using correct English.

D. Suggested Teaching Procedures

1. Present, by reading and discussing, the vocabulary necessary for studying essays: essay, author,

purpose, subject, paragraph, criticism

(Use of the vernacular might be necesssary at this stage)

2. The teacher will read a short essary on appropriate reading level to the students

   (The teacher may use the essary from Lado English Series, Book 3, Unit 2, pp. 32)

3. Discuss the essary using the specific vocabulary.
4. Use an oral drill to practice the pattern using the present perfect tense.
5. Write sentences using perfect tenses

   (example)

   a. What has the author written about?

   b. He_____ _____ about pollution.

   c. What has the author said about pollution?

   d. he_____ _____ that it is bad.

6. Present by reading and discussing the vocabulary of different subjects for current essays; pollution, drug abuse, conservation, Viet Nam race relations, black culture, population, cultural differences, careers.
7. The class will choose a topic from the ones presented for

   a. Selecting essays from current magazines or books on the subject.

   b. Comparing and contrasting different authors during a pannel discussion

c. Formulating questions for pannel discussion.

(example)

Who is the author?

What does the author think?

What does that author think?

8. The class will write a short essay stating student personal opinion of subject.

IV RESOURCES

A. Teacher Resources for Language

1. English Language Services, Inc. The Key to English: Letter Writing. New York: MacMillan Company, 1967.

2. Lado, Robert. Lado English Series. Book I. New York: Simon and Schuster, 1970.

3. Lado, Robert. Lado English Series. Book II. New York: Simon and Schuster, 1970.

4. Lado, Robert. Lado English Series. Book III. New York: Simon and Schuster, 1970.

5. National Council of Teachers of English. English for Today. Book I. New York: McGraw-Hill Book Company, Inc., 1965.

6. National Council of Teachers of English. English for Today. Book II. New York: McGraw-Hill Book Company, Inc., 1965.

7. National Council of Teachers of English. English for Today. Book III. New York: McGraw-Hill Book Company, Inc., 1965.

B. Teacher Resources for Content.

1. Carson, Rachel. Silent Spring. Boston: Houghton, 1962.

2. The Fallen Angel and Other Stories. New York: Scholastic Book Services, 1970.

3. Lado, Robert. Lado English Series. Book I. New York: Simon and Schuster, 1970.

4. Springboards Reading Program. East Norwich, N. Y.: Great Society Press, Inc.

5. Turner Livingston Communications Series. Atlanta Ga.: Follet Education Corp.

6. Miami Herald. Miami, Fla.

7. Miami Daily News. Miami, Fla.

8. "Pop/Rock Lyrics". No.3. Scholastic Scopes. Englewood Cliffs, N.J.

9. Scholastic Scope. Englewood Cliffs, N.J.

10. Sports Illustrated. Chicago: Time, Inc.

C. Audio Visual.

1. Teacher-made tapes

2. Teacher-selected records

3. Film

a. How to Use the Reader's Guide to Periodical Literature. I-13846

b. New Ways in Composition: Planning the Story, I-30567

c. Writing Better Business Letters I-05601

d. A Newspaper Serves Its Community I-10023

e. Preparing a Class Report I-00546

f. How to Judge Facts I-00178

g. How to Read Newspapers I-00133

h. Newspaper Story I-10020

i. Letter Writing for Beginners (PE) I-00742

D. Field Trips

1. Miami Herald
2. Everglades National Park
3. T.V.Studio
4. Radio Station
5. Rock Concert
6. Miami Public Library